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This course is a continuation of History 84000 (Seminar in Non-American History I.) Students will develop and complete the research project begun in the fall and turn their prospectuses into 35-page papers of publishable quality.

Course Learning Objectives: At the end of this course, students should be able to demonstrate the ability 1) to identify, analyze, and succinctly summarize the significance of appropriate primary and secondary sources; 2) to develop an effective and original historical argument; 3) to write a well-organized and compelling scholarly article; and 4) to critique in a helpful way, both in writing and verbally, the work of fellow students.

No books are required for this course.

Course Schedule:

Jan. 29: Introduction. All 7 students will present a brief summary of their research topics and of the main suggestions for improvement they received from Prof. Naddeo and from their individual advisers on the prospectuses written last term – as well as of their own sense of what next steps they need to take to develop their projects. For next week, read AHR article to be discussed, and start identifying the select primary sources to be discussed in class in the weeks following.


Feb. 12: No class. CUNY closed. Start reimmersing yourself in pertinent secondary sources and identifying the key secondary source with which you are most in dialogue.

Feb. 19: Discussion of 4 students’ primary sources (each student will bring in either handouts of printouts or powerpoint slides of 2-3 relevant primary sources). Sources not in English will have been translated by each student in advance.

Feb. 26: Discussion of other 3 students’ primary sources.

Monday March 4, by 8 am: circulate your precis to class email reply-all list.
March 5: Discussion – for all 7 students – of a key secondary source with which the student is in dialogue. Each student will in advance (by 8 am on March 4) circulate to entire class a ½-page single-spaced (or 1-page double-spaced) precis of that article, and all students will have read the others’ precis.
Monday March 11, by 8 am: 2 students will circulate their 5-page double-spaced write-ups of primary documents; all 5 other students will circulate written responses to those write-ups by 8 am on Tuesday March 12
March 12: Discussion of the first 2 students’ 5-page double-spaced draft of original write-up engaging with primary sources.

Monday March 18, by 8 am (ditto with March 11), Tuesday March 19, by 8 am (ditto with March 12)
March 19: Discussion of next 2 students’ 5-page double-spaced draft of original write-up engaging with primary sources.

In addition, on Monday March 18 and Tuesday March 19:
Extended office hours for individual meetings.

Monday March 25, by 8 am (ditto with before, but now it is the 1 remaining student circulating a draft), Tuesday March 26 by 8 am (ditto with before, with all 6 other students circulating written responses to this draft)
March 26: Discussion of final 1 student’s 5-page double-spaced draft of original write-up engaging with primary sources. Plan remainder of term.

April 2: Syllabus day. Bring in 8 copies of mock-up of your syllabus for the coming fall.

April 9: No class. Full drafts due for everyone. Circulate them to entire class on April 9.

April 16, by 8 am: Everyone must circulate to everyone else their written responses to the other 6 students’ drafts. You will have had a week to do this. In class, we will give everyone verbal feedback on their full drafts.

April 23: No class. Spring break.

April 30: 4 students present 15-minute conference paper versions.

May 7: Remaining 3 students present 15-minute conference paper versions.

May 14: Final papers due.